SHIPMAN

Series 5000
Students

[Boards of education are required to have a wellness policy in place. The development, implementation and periodic review of this policy must involve parents, students, representatives from the school food authority, school administrators, the school board and the public, and may also permit the involvement of teachers of physical education and school health professionals. We recommend that the district consider creating an advisory council to review applicable state and federal guidance in this area and to make recommendations to the Board regarding district-specific goals and guidelines to be included in this policy and that such stakeholders are included in the implementation of the policy as well as the triennial review.]

POLICY REGARDING WELLNESS

It is the policy of the _____ Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

[These goals/guidelines should be designed to promote student wellness in a manner that the school district determines is appropriate. The development of these goals should involve the review and consideration of evidence-based strategies and techniques. Examples of the types of goals that may be recommended include, but are not limited to, the following:

- ***Reviewing "Smarter Lunchroom" tools and strategies***
- ***Setting an average weekly minimum time for classroom nutrition education***

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- *Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods*
- *Integrating nutrition education into other core subjects such as math, science, language arts, and social sciences, as well as in non-core and elective subjects*
- *Providing a minimum number of hours per year of training to classroom teachers on how to integrate nutrition education into other basic subjects*
- *Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed*
- *Providing developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges, farm visits, and school gardens*
- *Offering information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families*
- *Partnering with community health agencies or organizations for school wellness activities*
- *Working with the school meal program to develop school gardens and use the cafeteria as a learning lab*
- *Providing field trips to local farms where produce is purchased for school meals]*

B. Physical Activity and Other School-Based Activities

[Examples of the types of goals that may be recommended include, but are not limited to, the following:

- *Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness*
- *Sponsoring health fairs, TV-turnoff week, school-supported races, family wellness activities or family day activities that promote health and wellness*
- *Adopting a written physical education curriculum for grades K-12 that is aligned with national and/or state physical education standards*
- *Incorporating a school garden, Farm to School, Farm to Cafeteria or Chefs Move to Schools activities that promote healthy eating*

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- *Sending school newsletters or dedicated parts of newsletters or school websites promoting healthy eating, healthy recipes and physical activity*
- *Encouraging and promoting the use of Let's Move and other healthy initiatives that promote physical activity and healthy eating*
- *Applying for the Healthier US School Challenge*
- *Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools*
- *Providing physical activity opportunities at the school for families and community members*
- *Addressing before and after school physical activity for all students including clubs, intramural, and interscholastic opportunities*
- *Using the Centers for Disease Control School Health Guidelines to Promote Healthy Eating and Physical Activity*
- *Setting minimum physical education requirements including time, frequency and intensity*
- *Setting maximum teacher to student ratios for physical education classes*
- *Addressing qualifications for physical education teachers for grades K-12 and physical education training and professional development*
- *Setting minimum requirements for recess, including amount of time and scheduling of recess time*
- *Requiring recess to be outdoors if possible*
- *Allowing physical activity breaks during school*
- *Using physical activity as a reward and not punishment*
- *Prohibiting the withholding of physical activity as a punishment*
- *Encouraging walking and biking to school through safe route programs*
- *Creating after school activity programs, student health council, and community/family programs that encourage healthy habits*
- *Scheduling school meals at appropriate times in appropriate settings*
- *Marketing healthy food in ways that increase its appeal*
- *Giving students and the community after-school access to school activity facilities*
- *Participating in the Connecticut Red Ribbon PASS Program*
- *Addressing physical education exemption requirements and/or substitutions for all students]*

C. Nutritional Guidelines for School Food

[These guidelines should be selected by the school district for all foods available at each school during the school day, including sold and non-sold food and beverages, with the objectives of promoting student health and reducing childhood obesity. Nutrition guidelines for all foods offered to students for sale must be, at a minimum, consistent with the meal pattern requirements and nutrition standards for school meals and competitive foods. Examples of the

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types of goals and guidelines that might be recommended under this section include, but are not limited to, the following:

- *Whether the district is in compliance with updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)*
- *Whether all schools provide breakfast through the USDA School Breakfast Program*
- *A description of nutrition standards for school meals*
- *The website address of current school menus*
- *Description of federal Child Nutrition Programs in which the district participates (e.g. Fresh Fruit and Vegetable Program, Summer Food Service Program, etc.)*
- *How participation in the school meal programs will be promoted, how families are notified of the availability of Child Nutrition Programs, and how to determine children's eligibility for such programs. For example, applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website*
- *Whether school meals are prepared onsite or offsite, and if a food service management company operates the school meal programs*
- *Timing and duration of school meals that consider evidence-based research to support healthy eating*
- *Information about the availability of free drinking water throughout the school day and the specific location of such free drinking water*
- *Regulating a la carte, vending machine, concession and school store offerings in each school*
- *Addressing compliance with USDA nutrition standards (commonly referred to as Smart Snacks, available at https://www.fns.usda.gov/cn/smart-snacks-school) for all food and beverages sold to students during the school day.*
- *Regulating after school activity, field trip, school event and school party offerings*
- *Eliminating the use of food as a reward*
- *Eliminate the use of candy and other unhealthy foods as fundraisers*
- *Training and certification of food preparation and food service staff that meets the requirements in the USDA Professional Standards for Child Nutrition Professionals*
- *Evaluating food and drink contracts*
- *Addressing food and beverages containing caffeine at the high school level*
- *Information about what steps the district will take to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way. For example, the cafeterias are cashless—all students, regardless of the type of payment they make for school meals,*

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or the food being purchased (meal or a la carte) are given a code to enter at the cash register

- *Addressing how to handle feeding children with unpaid meal balances without stigmatizing them. For example, schools will serve students a reimbursable meal, regardless of whether the student has money to pay or owes money, and/or schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals*
- *Information about specific strategies to increase participation in school meal programs, such as limiting access to competitive foods in the cafeteria, requiring that all high school students have a scheduled lunch period, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" breakfast items or Breakfast in the Classroom*
- *Addressing the amount of "seat time" students have to eat school meals and requiring meal periods to include at least 10 minutes of "seat time" for breakfast (if offered) and at least 20 minutes of "seat time" for lunch*
- *Addressing purchasing local foods for the school meals program*
- *Addressing nutrition standard for all foods and beverages served to students after the school day, including before/after care of school grounds, clubs, and after school programming]*

Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 and 220.8 as applicable. See ***https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program.***

D. Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, cups used for beverage dispensing, on educational materials, and in school publications and school media outlets.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the **[title of position]** to be responsible for the implementation and oversight of the school district's wellness

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program. The **[title of position]** will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Legal References:

Connecticut General Statutes:

§ 10-21i Red Ribbon PASS Program
§ 10-215d Regulations re nutrition standard for school breakfasts and lunches.
§ 10-215f Certification that food meets nutrition standards.
§ 10-221o Lunch periods. Recess.
§ 10-221p Boards to make available for purchase nutritious and low-fat foods.
§ 10-221q Sale of beverages.

Federal Law:

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42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

7 C.F.R. § 210.10	Meal requirements for lunches and requirements for afterschool snacks.
7 C.F.R. § 210.11	Competitive food service and standards.
7 C.F.R. § 210.31	Local school wellness policy.
7 C.F.R. § 220.8	Meal requirements for breakfasts.

ADOPTED: _____
REVISED: _____

11/9/2021

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